**NZQA**

**Approved**

EXPIRED

Achievement standard: 90856 Version 2

Standard title: Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence

Level: 1

Credits: 3

Resource title: I’m a New Zealander, too

Resource reference: English VP-1.11 v2

Vocational pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90856-02-7238 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to show your understanding of a visual text through close viewing, using supporting evidence. The visual text will focus on culture and cultural awareness.

You are going to be assessed on how you show perceptive understanding of visual text(s) on culture and cultural awareness through close viewing, using supporting evidence.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

Those who work in the social and community services sector, from police officers to health care assistants, have to be aware of the needs of people from diverse cultures and ethnic groups, if they are to build relationships successfully. New Zealand today comprises a diverse range of cultures. You will prepare a presentation to a group of community workers to show your understanding of visual text and how it can be used to create meaning and effects that influence an audience. They can then use these ideas when presenting to community groups.

## Choose a visual text

Choose a visual text (e.g. a TV advertisement or programme, music video, feature film or documentary) that identifies and discusses culture and cultural issues. Resource A offers some suggestions.

### View and think about your text

Toshow your understanding of how significant aspects in a visual text have been used to create meaning and effects that influence viewers or an audience, you will:

* identify at least four significant aspects of the visual text
* explain how aspects of the text work together to create effect and/or meaning and communicate the creator’s purpose and ideas, as well as wider contexts such as human experience, society and the wider world
* use evidence from the text to support your explanations.

## Take notes

Take notes about aspects of the text (advertisement, programme, video or film) as you view it. Refer to Resource B for help with note taking.

You could use the following headings:

* Title of the text
* Brief description of what is happening in a frame/sequence/short scene of the text
* Aspect
* Supporting evidence for aspect
* Explanation.

You could consider the following aspects of visual texts:

* Purpose and audience
* What is the purpose of the text and how has it been communicated to the audience?
* Who is the intended audience?
* How does the visual text ensure it appeals to that target group?
* Ideas, themes, attitudes and opinions
* Is there a theme or attitude running through the text (e.g. tolerance, appreciation of difference)?
* How has this been communicated by the text?
* Film language features and structures (e.g. dialogue, acting, costume, setting, camera angle, camera shot, lighting, editing or structural techniques such as transitions/flashbacks/intercutting), sound effects and special effects
* Are there special camera techniques that have been used to create an effect?
* Why has the director used that effect in this part of the text?

You could ask these kinds of questions to help explain an aspect’s meaning or effect:

* Why did the director choose this shot/group of shots/camera angle/setting/sound effect/lighting/special effect?
* What does the director want me to think? How do I know this?
* How does the director want me to feel? How do I know this?
* What techniques have been used to structure the sequence? Why?
* How well does the transition support the structure of the sequence?
* How is the director making me laugh or feel sad or worried?
* What do I learn about a character or setting in the scene/sequence/shot? How did I learn this?

## Choose four aspects

Decide which four aspects you will focus on. These do not have to be from different categories, for example you may choose two different camera techniques such as close-up and high-angle shots as two of the aspects.

Look carefully at the four aspects you have selected. Ensure that two or more aspects work together in a particular part of the text. For example, music and camerawork or voice-over and camerawork could work together to produce a particular effect/impact or meaning/message.

## Prepare your findings

In your presentation you will:

* Identify the overall purpose of your text and the audience for your text.
* Check that you have focused on at least four aspects from the text.
* Check that you have used detailed examples for each aspect.
* Use the examples for the aspects you have chosen to explain what the creator of the text wanted to get across. Check that your explanations are clearly linked to the example for the aspect.
* Check that you gave a different explanation for each aspect and supported your explanations with different details.
* Explain how selected aspects (and examples) in a particular part of the text work together to create a particular effect/impact or meaning/message.
* Explain the link between your findings about aspects of the text that work together and the writer’s purpose, human experience, society and the wider world.

## Present your findings

Your findings may be presented in note form or as a written report or oral presentation.

If you make an oral presentation, you may like to use a PowerPoint presentation (for example a storyboard) so that you can refer to specific shots or frames as you speak. Or you could play extracts from the visual text, pausing at the shots to explain their meaning and effect.

# Resources

## Resource A: Possible visual texts

* *Sione’s Wedding*
* *Banana in a Nutshell* or *My Wedding and Other Secrets*
* *An Immigrant Nation – From Sri Lanka With Sorrow*
* *Our People Our Century – Being Kiwi*

## Resource B: Note taking

Note taking could take the form of a brainstorm, mind map, sketch or storyboard, using an e-portfolio if you wish, or you could use a phone to record your thoughts as you view the text.

### Example of a storyboard

<http://acomp.stanford.edu/tutorials/storyboarding>

### How to brainstorm

<http://www.wikihow.com/Brainstorm>

<http://www.learningforlife.org/exploring-resources/99-720/y03.pdf>

### Examples of mind maps

[www.mindmapping.com/](http://www.mindmapping.com/)

[www.en.wikipedia.org/wiki/Mind\_map](http://www.en.wikipedia.org/wiki/Mind_map)

[www.mindmeister.com/](http://www.mindmeister.com/) Free application on iPhone

[www.mindtools.com/pages/article/newISS\_01.htm](http://www.mindtools.com/pages/article/newISS_01.htm)

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to show perceptive understanding of a visual text that relates to culture and cultural awareness through close viewing, using supporting evidence.

# Conditions

The assessor/educator should check that the visual text or text extract will be able to generate quality responses.

At least four text aspects must be discussed, with different explanations for each one, supported by different details.

The visual text selected by the learner must not have been previously studied.

# Resource requirements

Learners may need access to a computer, ICT software applications and projectors to select stills from the visual text or for their oral presentation.

# Additional information

None.

# Assessment schedule: English 90856 – I’m a New Zealander, too

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner shows understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence, by:   * explaining at least four aspects of appropriate visual and/or oral text(s) in terms of the meanings and effects created   The learner gives different explanations for each text aspect, each supported by different details.  For example, aspects could include:   * + purposes and audiences   + ideas (e.g. notable or major themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, and understandings within the text)   + language features (e.g. dialogue, costume, music/sound effects, camera angle/shot, lighting)   + structures (e.g. part text, whole text, narrative, editing). * supporting responses by using at least one specific and relevant detail from the text(s) for each of the four aspects   For example, specific evidence of an aspect to show understanding might include:  *A wide-shot* (text aspect) *of a scene outside the Warehouse where a young Pākeha man is cooking for a fundraiser barbecue. There is an SPCA fundraising banner beside the barbecue. The man smiles at an Indian woman who is going past and indicates the barbecue. This shows that he thinks he is being friendly* (explanation) *and hopes she will support a good cause.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner shows convincing understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence, by:   * explaining how at least four aspects of appropriate visual and/or oral text(s) work together to create meaning   The learner gives different explanations for each text aspect, each supported by different details.  For example, aspects could include:   * + purposes and audiences   + ideas (e.g. notable or major themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, and understandings within the text)   + language features (e.g. dialogue, costume, music/sound effects, camera angle/shot, lighting)   + structures (e.g. part text, whole text, narrative, editing). * supporting responses by using at least one specific and relevant detail from the text(s) for each of the four aspects   For example, specific evidence of aspects that work together to show convincing understanding might include:  *A wide shot* (text aspect 1) *of a scene outside the Warehouse where a young Pākeha man is cooking for a fundraiser barbecue. We pan across people eating the sausages, smiling and laughing. The sun is shining. This all helps to show* (explanation 1) *that this is an ordinary Saturday morning and barbecues are part of a normal Saturday with people coming and going. An Indian lady walks by and we see the man smile and wave a sausage at her. As he does so the sounds* (text aspect 2) *of talking and laughing get louder and happier as a background noise. The man says “dollar a sausage?” The sound suddenly goes quiet as we focus on the Indian woman’s gasp of horror as she says, “No I don’t eat pork”. The change in the sounds, from pleasant, normal noise to an eerie silence emphasises the misunderstanding and embarrassment* (explanation 2)*. The sun seems to go behind a cloud as the day becomes greyer as well.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner shows perceptive understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence, by:   * explaining how at least four aspects of appropriate visual and/or oral text(s) communicate ideas about the text in relation to the writer’s purpose as well as wider contexts, such as human experience, society and the wider world   The learner gives different explanations for each text aspect, each supported by different details.  For example, aspects could include:   * + purposes and audiences   + ideas (e.g. notable or major themes, attitudes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts, and understandings within the text)   + language features (e.g. dialogue, costume, music/sound effects, camera angle/shot, lighting)   + structures (e.g. part text, whole text, narrative, editing). * supporting responses by using at least one specific and relevant detail from the text(s) for each of the four aspects   For example, specific evidence of aspects that work together to show perceptive understanding might include:  *There was a two shot with a split screen* (text aspect 1) *where each character stood either side of the barbecue. The man was leaning forward, towards the woman, hand outstretched with a sausage on a stick in his hand. The woman, by contrast, was leaning away from the man, with her hand over her nose, eyes turned away. The concentration on their body language, side by side, helped to emphasise the difference between the two people* (explanation 1)*.*  *The sound effects* (text aspect 2) *moved the scene on as the misunderstanding became apparent* (explanation 2)*. He asked “nice little pork sausage Miss?” in a friendly tone, while she just gasped in horror. After allowing the viewer to absorb this scene for a few seconds, the situation reversed itself. The man looked horrified at his mistake, and tensed up, with a complete change in body language. In contrast, the woman visibly relaxed, looked at the SPCA banner, smiled, and said, “but I do like animals” and put some coins in the box. The director shows us a potential breakdown of communication and conflict between cultures as a result of ignorance and making surface judgements, and how important it can be for people in a multicultural society to be tolerant/give each other the benefit of the doubt.*  *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.